

## West Middle School Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- o State Assessment Results in reading and mathematics
- o State Assessment Results in science, social studies and writing
- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety

The required goals for high schools include the following:

- o State Assessment Results in reading and mathematics

- o State Assessment Results in science, social studies and writing
- o Achievement Gap
- o English Learner Progress
- o Quality of School Climate and Safety
- o English Learner Progress
- o Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

### 1. State Assessment Results in Reading and Mathematics

**Goal:** Increase proficiency in reading and mathematics on the Kentucky Summative Assessment as reflected in the table below:

Level	Reading		Math	
	From Spring 2022	To Spring 2026	From Spring 2022	To Spring 2026
Grade: 6th	31%	60%	27%	60%
Grade: 7th	33%	60%	29%	60%
Grade: 8th	35%	60%	31%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> Increase reading and math proficiency, as measured by the Kentucky Summative Assessment.</p> <p><b>Reading</b>  <b>6th Grade:</b> from 31% (2022) to 60% (2026)  <b>7th Grade:</b> from 33% (2022) to 60% (2026)  <b>8th Grade:</b> from 35% (2022) to 60% (2026)</p> <p><b>Math</b>  <b>6th Grade:</b> from 27% (2022) to 60% (2026)  <b>7th Grade:</b> from 29% (2022) to 60% (2026)  <b>8th Grade:</b> from 31% (2022) to 60% (2026)</p>	<p><b>Curriculum (KCWP 1)</b> Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.</p>	<p>Monitor the <i>alignment</i> between standards, learning targets, and assessment measures through</p> <ul style="list-style-type: none"> <li>• Backwards Planning with Collaborative Teams</li> <li>• Mastery Scales implementation and monitoring</li> <li>• Formative and Summative assessment design and implementation</li> </ul>	<p>Continuous vertical alignment and revision of district curriculum</p> <p>Increased student proficiency according to school, district, and state measures</p>	<p>30-60-90 Meetings and CIA Meetings</p> <p>PLCs, NWEA, and Formative Classroom Data</p> <p>School Walkthroughs</p>	<p>General Fund</p> <p>ESSER</p>
	<p><b>Instruction (KCWP 2)</b> Ensure that high quality classroom instruction is purposeful, engaging, and personalized to meet the needs of all students.</p>	<p>Implementation of effective and evidence based pedagogical strategies through quality professional development, coaching cycles and modeling:</p> <ul style="list-style-type: none"> <li>• Workshop Model</li> <li>• Thinking Strategies</li> <li>• Fundamental Five (Lesson Frame, Power Zone, Recognize and Reinforce, Critical Writing and Focused Small Group Purposeful Talk)</li> </ul>	<p>Increased student proficiency, according to school, district, and state measures</p>	<p>30-60-90 Meetings</p> <p>PLCs and Formative Classroom Data</p> <p>School Walkthroughs</p>	<p>General Fund</p> <p>ESSER</p>

	<p><b><u>PLCs (KCWP 4)</u></b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Collaborative teams will ensure that student data is collected, analyzed and used to drive instruction for individual students and across sub-groups (Hispanic, African American, Economically Disadvantaged, Special Education and English Learners).</p> <ul style="list-style-type: none"> <li>● Increase rigor and validity of school based assessments (formative, summative and benchmark assessments)</li> <li>● Implement a data analysis protocol that includes disaggregation by targeted sub groups</li> <li>● Align Collaborative Team data analysis with MTSS system for student academic support.</li> </ul>	<p>Increased student proficiency, according to school, district, and state measures</p>	<p>30-60-90 Meetings PLCs and Formative Classroom Data School Walkthroughs</p>	<p>General Fund ESSER</p>
	<p><b><u>MTSS (KCWP 5)</u></b> Design, Align and Deliver Support through MTSS</p>	<p>Redesign and implement Multi-Tiered System of Support for Behavior and Academics:</p> <ul style="list-style-type: none"> <li>● Revise and implement plan for Tiered student supports</li> <li>● Ensure placement within tiered supports are data driven and intentional</li> <li>● Design and implement a monitoring system for tiered interventions</li> </ul>	<p>Increased student proficiency, according to school, district, and state measures</p>	<p>30-60-90 Meetings PLCs and Formative Classroom Data School Walkthroughs</p>	<p>General Fund ESSER</p>

**2. State Assessment Results in Science, Social Studies, and Writing**

**Goal:** Increase proficiency in science, social studies, and writing on the Kentucky Summative Assessment as reflected in the table below:

Level	Science		Social Studies		Writing	
	From Spring 2022	To Spring 2026	From Spring 2022	To Spring 2026	From Spring 2022	To Spring 2026
7th Grade	11%	60%				
8th Grade			26%	60%	19%	60%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> Increase <b>science proficiency</b>, as measured by the Kentucky Summative Assessment.</p> <p><b>7th Grade:</b> from 11% (2022) to 60% (2026)</p>	<p><b>Curriculum (KCWP 1)</b> Ensure that 6-8 curriculum tools in science are rigorous and properly aligned to KAS in science.</p>	<ul style="list-style-type: none"> <li>• Backwards plan with Collaborative Teams using district curriculum maps to ensure alignment of inquiry standards with unit plan.</li> <li>• Participate in professional learning on inquiry-based science to meet the needs of all learners as provided by district DPLC and OVEC partnerships.</li> <li>• Implement Open Sci Ed Curriculum in grades 6-8th</li> </ul>	<p>An increase in the number of students scoring in the proficient or distinguished range on the KY Summative Assessment in science.</p>	<p>30-60-90 Meetings</p> <p>PLCs and Formative Classroom Data</p> <p>School Walkthroughs</p>	<p>General Fund</p> <p>ESSER</p>
	<p><b>Instruction (KCWP 2)</b> Ensure that high quality classroom instruction is purposeful, engaging, and personalized to meet the needs of all students.</p>	<p>Participate in professional learning on personalized instruction in science to ensure that classroom instruction meets the needs of all learners as provided by district DPLC and OVEC partnerships.</p>			
	<p><b>Assessment (KCWP 3)</b> Ensure that all science assessments accurately measure both content knowledge and inquiry skills.</p>	<p>Design and implement periodic assessments to monitor student progress in Science standards.</p>			
	<p><b>PLCs (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Collaborative teams will ensure that student data is collected, analyzed and used to drive instruction for individual students and across sub-groups (Hispanic, African American, Economically Disadvantaged, Special Education and English Learners).</p> <ul style="list-style-type: none"> <li>• Increase rigor and validity of school based assessments (formative, summative and benchmark assessments)</li> <li>• Implement a data analysis protocol that includes disaggregation by targeted sub groups</li> <li>• Align Collaborative Team data analysis with MTSS system for student academic support.</li> </ul>			
<p><b>Objective 2:</b> Increase <b>social studies proficiency</b>, as measured by the Kentucky Summative Assessment.</p>	<p><b>Curriculum (KCWP 1)</b> Ensure that 6-8 curriculum tools in social studies are rigorous and properly aligned to KAS in social studies.</p>	<p>Backwards plan with Collaborative Teams using district curriculum maps to ensure alignment of inquiry standards with unit plan.</p> <p>Participate in professional learning on inquiry-based social studies to meet the needs of all learners as provided by district DPLC.</p>	<p>An increase in the number of students scoring in the proficient or distinguished range on the Kentucky</p>	<p>30-60-90 Meetings</p> <p>PLCs and Formative</p>	<p>General Fund</p> <p>ESSER</p>

<p><b>8th Grade:</b> from 26% (2022) to 60% (2026)</p>	<p><b>Instruction (KCWP 2)</b> Ensure that high quality classroom instruction is purposeful, engaging, and personalized to meet the needs of all students.</p>	<p>Participate in professional learning on personalized instruction in social studies to ensure that classroom instruction meets the needs of all learners as provided by district DPLC.</p>	<p>Summative Assessment in Social Studies.</p>	<p>Classroom Data</p> <p>School Walkthroughs</p>	
	<p><b>Assessment (KCWP 3)</b> Ensure that all social studies assessments accurately measure both content knowledge and inquiry skills.</p>	<p>Design and implement periodic assessments to monitor student progress in Social Studies standards.</p>			
	<p><b>PLCs (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Collaborative teams will ensure that student data is collected, analyzed and used to drive instruction for individual students and across sub-groups (Hispanic, African American, Economically Disadvantaged, Special Education and English Learners).</p> <ul style="list-style-type: none"> <li>• Increase rigor and validity of school based assessments (formative, summative and benchmark assessments)</li> <li>• Implement a data analysis protocol that includes disaggregation by targeted sub groups</li> <li>• Align Collaborative Team data analysis with MTSS system for student academic support.</li> </ul>			
<p><b>Objective 3:</b> Increase <b>writing proficiency</b>, as measured by the Kentucky Summative Assessment.</p> <p><b>8th Grade:</b> from 19% (2022) to 60% (2026)</p>	<p><b>Curriculum (KCWP1)</b> <b>Focus:</b> Monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity.</p>	<ul style="list-style-type: none"> <li>• Use of Lucy Calkins Writing Units and Rubrics for 6-8 grade in ELA.</li> <li>• Use of No Red Ink for Editing and Mechanics instruction.</li> <li>• Critical Writing Implementation and monitoring in all content areas</li> <li>• Argumentative Writing implementation in RA, SCI and SS</li> </ul>	<p>An increase in the number of students scoring in the proficient or distinguished range on the Kentucky Summative Assessment in writing.</p>	<p>30-60-90 Meetings</p> <p>PLCs and Formative Classroom Data</p> <p>School Walkthroughs</p>	<p>General Fund</p> <p>ESSER</p>
	<p><b>Assessment (KCWP 3)</b> Ensure that writing assessments are implemented.</p>	<p>Design and implement periodic writing benchmarks assessments to monitor student progress in composition standards.</p>			

### 3. Achievement Gap

**Goal:** Increase proficiency through **novice reduction** in reading and math for African American, Hispanic or Latino, Economically Disadvantaged, Students with Disabilities (IEP), and English Learner including Monitored, as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2022	To Spring 2023	From Spring 2022	To Spring 2023
African American	60%	30%	53%	26.5%
Hispanic or Latino	57%	28.5%	58%	29%
Economically Disadvantaged	51%	32%	51%	30%
Students with Disabilities (IEP)	(suppressed)	39%	(suppressed)	38%
English Learner including Monitored	(suppressed)	35%	(suppressed)	35%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> Increase proficiency through novice reduction in reading and mathematics for all GAP students.</p> <p><b>Reading</b>  <b>African American:</b> decrease novices from 60% to 30%  <b>Hispanic:</b> decrease novices from 57% to 28.5%  <b>Economically Disadvantaged:</b> decrease novices from 51% to 32%  <b>Students with Disabilities (IEP):</b> decrease novices to 39%  <b>English Learner:</b> decrease novices to 35%</p> <p><b>Math</b>  <b>African American:</b> decrease novices from 53% to 26.5%  <b>Hispanic:</b> decrease novices from 58% to 29%  <b>Economically Disadvantaged:</b></p>	<p><b>PLCs (KCWP 4)</b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</p>	<p>Collaborative teams will ensure that student data is collected, analyzed and used to drive instruction for individual students and across sub-groups (Hispanic, African American, Economically Disadvantaged, Special Education and English Learners).</p> <ul style="list-style-type: none"> <li>● Increase rigor and validity of school based assessments (formative, summative and benchmark assessments)</li> <li>● Implement a data analysis protocol that includes disaggregation by targeted sub groups</li> <li>● Align Collaborative Team data analysis with MTSS system for student academic support.</li> </ul>	<p>Increased student proficiency, according to school, district, and state measures</p>	<p>30-60-90 Meetings PLCs and Formative Classroom Data School Walkthroughs</p>	<p>General Fund ESSER</p>
	<p><b>MTSS (KCWP 5)</b> Design, Align and Deliver Support through MTSS</p>	<p>Redesign and implement Multi-Tiered System of Support for Behavior and Academics:</p> <ul style="list-style-type: none"> <li>● Revise and implement plan for Tiered student supports</li> <li>● Ensure placement within tiered supports are data driven and intentional</li> </ul>	<p>Increased student proficiency and reduction of novices, according to school, district, and state measures</p>	<p>30-60-90 Meetings PLCs and Formative Classroom Data School Walkthroughs</p>	<p>General Fund ESSER</p>

decrease novices from 51% to 30% <b>Students with Disabilities (IEP):</b> decrease novices to 38% <b>English Learner:</b> decrease novices from 35%		<ul style="list-style-type: none"> <li>Design and implement a monitoring system for tiered interventions</li> </ul>			
	<b><u>Learning Culture and Environment (KCWP 6)</u></b> Ensure a learning environment in which all students have optimal opportunities for academic success.	Ensure equity of academic opportunities for extension and support. <ul style="list-style-type: none"> <li>Analyzing trends of student participation in academic extension opportunities (Algebra, Tag, etc).</li> <li>Provide student support through tutoring/ESS/Small group to ensure gap group students have access to academic extension opportunities.</li> <li>Implement targeted reading intervention programs for EL and ECE students (Sonday System, Literacy Footprints) during language and reading resource blocks.</li> </ul>	Increased student proficiency, according to school, district, and state measures  Increased gap group participation in academic opportunities (TAG, Algebra)	30-60-90 Meetings PLCs and Formative Classroom Data  School Walkthroughs	General Fund  ESSER

#### 4. English Learner Progress

**Goal:** increase proficiency through **novice reduction** in reading and math for EL students as measured by the Kentucky Summative Assessment:

Level	Novice Reading		Novice Math	
	From Spring 2022	To Spring 2023	From Spring 2023	To Spring 2023
English Learner Plus Monitored	(suppressed)	35%	(suppressed)	35%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<b>Objective 1:</b> Increase proficiency through novice reduction in reading and mathematics for all English Learner students.  <b><u>Reading</u></b> <b>English Learner:</b> decrease	<b><u>PLCs (KCWP 4)</u></b> Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Collaborative teams will ensure that student data is collected, analyzed and used to drive instruction for individual students and across sub-groups (English Learners). <ul style="list-style-type: none"> <li>Increase rigor and validity of school based assessments (formative,</li> </ul>	Increased student proficiency, according to school, district, and state measures	30-60-90 Meetings PLCs and Formative Classroom Data  School Walkthroughs	General Fund  ESSER

novices to 35%  <u>Math</u> <b>English Learner:</b> decrease novices from 35%		summative and benchmark assessments) <ul style="list-style-type: none"> <li>● Implement a data analysis protocol that includes disaggregation by targeted sub groups</li> <li>● Align Collaborative Team data analysis with MTSS system for student academic support.</li> </ul>			
	<u>MTSS (KCWP 5)</u> Design, Align and Deliver Support through MTSS	Redesign and implement Multi-Tiered System of Support for Behavior and Academics: <ul style="list-style-type: none"> <li>● Revise and implement plan for Tiered student supports</li> <li>● Ensure placement within tiered supports are data driven and intentional</li> <li>● Design and implement a monitoring system for tiered interventions</li> </ul>	Increased student proficiency and reduction of novices, according to school, district, and state measures	30-60-90 Meetings  PLCs and Formative Classroom Data  School Walkthroughs	General Fund  ESSER
	<u>Learning Culture and Environment (KCWP 6)</u> Ensure a learning environment in which all students have optimal opportunities for academic success.	Ensure equity of academic opportunities for extension and support. <ul style="list-style-type: none"> <li>● Analyzing trends of student participation in academic extension opportunities (Algebra, Tag, etc).</li> <li>● Provide student support through tutoring/ESS/Small group to ensure gap group students have access to academic extension opportunities.</li> <li>● Implement targeted reading intervention programs for EL (Sonday System, Literacy Footprints) during language blocks.</li> </ul>	Increased student proficiency and reduction of novices, according to school, district, and state measures  Increased gap group participation in academic opportunities (TAG, Algebra)	30-60-90 Meetings  PLCs and Formative Classroom Data  School Walkthroughs	General Fund  ESSER



**5. Quality of School Climate and Safety**

**Goal:** Increase the number of students who believe bullying is NOT a problem as measured by the Kentucky Summative Assessment:

Level	"Bullying is <b><i>NOT</i></b> a problem for this school"	
	From: Agree and Strongly Agree (2022)	To: Agree and Strongly Agree (2023)
Middle	33%	66%

Objective	Strategy	Activities	Measures of Success	Progress Monitoring	Funding
<b>Objective 1:</b> The percentage of students who believe bullying is NOT a problem will increase from 33% to 66%.	<b><u>Positive Behavior Interventions and Supports (KCWP 5.6)</u></b> Ensure students know they are safe and that their needs will be met equitably (academically, socially, emotionally, and physically.)	Revision and implementation of PBIS plan <ul style="list-style-type: none"> <li>Class, team and school recognition and reward opportunities (Fun Friday, Golden Heart Tickets, Warrior Cup)</li> <li>Instruction on school-wide expectations as part of Advisory (HEART of a Warrior)</li> <li>Development and implementation of behavior matrix for consistency.</li> <li>Development of specific behavioral interventions for Tier 2 and 3</li> </ul>	Classroom observations / walkthroughs	30 - 60 - 90 Day Plan Classroom walkthroughs SRSS-IE Behavior Data	General Fund ESSER
	<b><u>Social Emotional Learning (KCWP 5.6)</u></b> Ensure students develop an understanding of school-wide behavioral expectations, awareness of how their behavior affects others, and the character strengths to help them act responsibly in the academic setting.	Implement a schoolwide Citizenship and Life Skills program through daily advisory block: <ul style="list-style-type: none"> <li>Implement Character Strong curriculum with fidelity</li> <li>Implement counselor developed supplemental bullying lessons</li> <li>Develop and implement small group opportunities for additional learning (i.e. Sources of Strength, Boy's group, Girl's group, Conflict Resolution)</li> </ul>	Classroom observations / walkthroughs	30 - 60 - 90 Day Plan Classroom walkthroughs SRSS-IE Behavior Data	General Fund ESSER

**Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools**

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<b>Components of Turnaround Leadership Development and Support:</b>
<p><b>Consider:</b> How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p><b>Response:</b> The school leadership participates in monthly Lead and Learn sessions to develop the skills and depositions necessary to accelerate and sustain increases in student achievement. Professional development during these sessions include the texts Fierce Conversations, Leadership Challenge, and Maximize Performance. School leadership also participates in monthly professional learning by role group (Principal and Business Meeting, AP Meeting, Counselor DPLC). Furthermore, school leadership receives coaching from mentors in the Ky Center for School Safety, OVEC and central office.</p>
<b>Identification of Critical Resources Inequities:</b>
<p><b>Consider:</b> Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p><b>Response:</b> The finance secretary and principal meet to discuss expenditures. Budget information is presented to the SBDM committee. The admin team meets weekly to review the 30-60-90 day plan and to review the allocation and use of resources (people, time, and money), any resource inequities, and to develop plans to address any inequities.</p>
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<p><b>Consider:</b> Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p><b>Response:</b> The learning culture is continuously reviewed through a system of school walkthroughs. This data is reviewed by the admin team and instructional leader team to develop plans to address student underperformance. Student need drives the conversation during MTSS meetings to determine appropriate supports for students that may be underperforming.</p>
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<p><b>Consider:</b> Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?</p> <p><b>Response:</b> Academic achievement has been identified as the primary area of need to address the needs of targeted subgroups as non-academic data is either on par or outperforming white students. However, there were some notable gaps in opinions concerning fairness and application of rules which are addressed through the re-design of our PBIS and disciplinary systems to ensure consistency. Implementation of Professional Learning Communities, Multi-Tiered System of Support and PBIS/SEL are monitored through our monthly 30-60-90 day meetings and weekly admin team meetings. <b>Complete the table below to document the evidence that supports the Activities outlined in</b></p>

**this plan. Additional rows may be added to accommodate additional pieces of evidence.**

### TSI/ATSI Evidence-Based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-Based Activity	Evidence Citation	Uploaded in eProve
Ensure regularly scheduled PLC meetings to review the alignment between standards, learning targets, and assessment measures	<a href="#">Professional Learning Communities Facilitator's Guide</a>	<input checked="" type="checkbox"/>
Teachers will visit lab classrooms on site to observe the workshop model and follow up with instructional coaching.	<a href="#">Improving Teacher Performance Through Instructional Coaching</a>	<input type="checkbox"/>
IC's and Principal work with teachers in classrooms as needed to ensure that implementation of purposeful planning occurs (modeling, co-teaching, etc.)	<a href="#">Improving Teacher Performance Through Instructional Coaching</a>	<input type="checkbox"/>
Ensure implementation of a data driven MTSS system aligned with the PLC process	<a href="#">Professional Learning Communities: An Effective Mechanism for the Successful Implementation and Sustainability of Response to Intervention</a> <a href="#">A review of research on the impact of professional learning communities on teaching practice and student learning</a>	<input type="checkbox"/>
		<input type="checkbox"/>